

Unit #1 Title: Transitioning to Middle School**Lesson Title:** Middle School Here I Come! (Part 2)**Lesson:** 2 of 2

Note: For best results you may want to spread this lesson over 2 class sessions.

Grade Level: 5**Length of Lesson:** 40-60 minutes**Missouri Comprehensive School Counseling Standard Big Idea:**

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):

AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.

American School Counselor Association (ASCA) Mindsets and Behaviors:

Academic Development

Materials (include activity sheets and/ or supporting resources)Activity Sheet. – *Transition to Middle School**Transition to Middle School* Instruction Sheet.

Provide written information about middle school and invite the middle school Counselor(s)/Teacher to talk with students about expectations.

Activity Sheet - *Future Plan of Action***Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

| | |
|---|--|
| X | Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers. |
| | Goal 2: Communicate effectively within and beyond the classroom |
| X | Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. |
| X | Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies |

This lesson supports the development of skills in the following academic content areas.**Academic Content Area(s)****Specific Skill(s)**

| | | |
|---|--------------------|--|
| | Communication Arts | |
| | Mathematics | |
| X | Social Studies | 6. Relationships of the individual and groups to |

| | | |
|--|---------------------------|--|
| | | institutions and cultural traditions 7. The use of tools of social science inquiry. |
| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|--|--------------|---|--------------|---|-----------------|
| | Perseverance | | Integrity | X | Problem Solving |
| | Courage | | Compassion | | Tolerance |
| | Respect | X | Goal Setting | | |

Lesson Measurable Learning Objectives:

The student will identify nine goals for middle school by completing one “Plan of Action” activity sheet.
The student will develop a plan of action for one goal to accomplish prior to transitioning to middle school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
Students will write and implement a plan of action for the future setting goals to be successful in school.

Lesson Preparation**Essential Questions:**

What does the word transition mean? Are you in transition? If so, how?

Engagement (Hook): Counselor begins lesson by sharing a memory of his/her elementary school years. The counselor will give the students a Transition to Middle School Activity Sheet. Students will complete the sheet with the guidance of the school counselor.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|---|
| <p>Note: Completing the activity sheet together will allow the counselor to assess the engagement of individual students.</p> <ol style="list-style-type: none"> 1. The counselor asks the students to share their thoughts and concerns about transitioning to middle school from the <i>Transition to Middle School</i> activity sheet. Use the <i>Transition to Middle School Instruction Sheet</i>. 2. Counselor has students write any questions they might have about transitioning to | <ol style="list-style-type: none"> 1. Students reflect on the elementary school experience as well as their thoughts and concerns about transition to middle school. 2. Students write down any questions or concerns they might have at the bottom |

| | |
|--|--|
| <p>middle school at the bottom of the activity sheet and on index cards. Index cards are given to middle school counselor.</p> <p>3. At this time or during the next session the counselor provides information about middle school or introduces the middle school counselor/teacher to talk about middle school transition.</p> <p>4. At the end of class the counselor will have students complete the activity sheet - <i>Future Plan of Action</i> to set any goals they might need to complete before transitioning. Counselor encourages students to implement their <i>Future Plan of Action</i> as they continue to talk about transition to middle school.</p> <p>5. Counselor and students bring closure to the lesson by completing Section 7 of <i>Transition to Middle School</i> activity sheet and sharing 5th grade memories using large group process described in Section 1.</p> | <p>of the activity sheet.</p> <p>3. Students will share their questions and concerns at this time.</p> <p>4. Students complete their <i>Future Plan of Action</i> activity sheet. Students will implement their plan of action.</p> <p>5. One student will share a 5th grade memory and then invite someone else to share a memory.</p> |
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Teacher Follow-Up Activities

The teacher will review the *Transition to Middle School and Future Plan of Action* activity sheets. Also, the counselor will continue to reinforce skills needed to transition to middle school.

Counselor reflection notes (completed after the lesson)

TRANSITION TO MIDDLE SCHOOL

INSTRUCTION SHEET

Developed by: Carolyn Magnuson

As each section is completed, prompt students to talk with a partner or larger group. The counselor will use dry erase board/SmartBoard/other visual display during the lesson to collect ideas. The ideas generated will be saved for the teacher to use in the future, or for the counselor to use during the next session.

Section 1: Special memories are those that stand out from the rest...they include memories of adults and peers, as well as events (e.g. field trips, honors). Share with a partner, and then with the larger group (if you feel comfortable doing so). The process continues until all students who want to share have had an opportunity to share a memory.

Section 2: Thoughts about transition to middle school... Getting ready for something new brings mixed feelings. We are excited about new opportunities and worried or anxious about the unknown and/or not knowing what to do (e.g. getting lost between classes, larger school). After writing positive thoughts and concerns about transition to middle school share thoughts with your partner. Also, share thoughts with the larger group and develop a list of mutual positive thoughts and concerns using dry erase board/SmartBoard/other visual display. Discuss common concerns. Some students may want to write a question or concern in Section 6 to discuss further with middle school counselors.

Section 3: Involvement - Middle school offers many opportunities for involvement in organizations/activities of interest. Have students share their ideas. If students aren't aware of the activities offered, then encourage them to list questions to ask the middle school counselor(s) for more information.

Section 4: Friendship - Friends are treasures! Make sure the friends you choose are GENUINE TREASURES! When the qualities you seek have been written, share your ideas with the larger group. The counselor will record ideas using dry erase board/SmartBoard/other visual display ... "*Qualities I treasure in a friend.*" Discuss the challenges of making and keeping friends and the importance of choosing your friends wisely.

Section 5: Changes - Use these ideas when developing the *Future Plan of Action* activity sheet.

Section 6: Questions - Have students write questions on index cards to share when the middle school counselor(s) visits the classroom to talk about transition.

Section 7: 5th grade memories - Follow procedure suggested for large group sharing in #1.

TRANSITION TO MIDDLE SCHOOL

Developed by: Carolyn Roof

Name _____ Date _____

School _____ Class _____

Section 1: Write one special memory you have about elementary school at each grade level.

Kindergarten - _____

1st Grade - _____

2nd Grade - _____

3rd Grade - _____

4th Grade - _____

Section 2: What are your thoughts about transitioning to middle school?

Positive thoughts

Concerns

| | |
|----|----|
| a. | a. |
| b. | b. |

Section 3: What are three things you would like to get involved in at middle school?

| |
|----|
| a. |
| b. |
| c. |

Section 4: List three qualities you want to have in a friend in middle school.

| |
|----|
| a. |
| b. |
| c. |

Section 5: Are there things you need to change about yourself or skills you need before moving to middle school? If so, what?

| |
|----|
| a. |
| b. |
| c. |

Section 6: What questions would you like to ask a middle school counselors/teacher?

Section 7: List one or two memories you will take with you about 5th Grade.

| |
|----|
| a. |
| b. |

Name: _____ **Date:** _____



Future Plan of Action



What do I need to improve?

I want to improve the following.

I will take the following steps to improve.

Steps:

1. _____
2. _____
3. _____

Follow up evaluation: How did I do?
